Education and Training Beyond High School

Theme and Level

Theme: Research Options
Level: Getting Started

At a Glance

Students learn about the education and training options available for postsecondary study. Students use CIS to research education and training programs and schools.
Time: 75 minutes.

Essential Questions

- How much education does my career interest require?

Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Familiarize yourself with the vocabulary used to describe postsecondary education and training options by reviewing Choosing a School
- Print *Further Education and Training Worksheet, Education and Training Worksheet,* and *Occupational Research Worksheet*, one each per student
- Print instructor's copy of *Further Education and Training Answers* and *Education and Training Answers* (the second page of the *Education and Training Worksheet)*

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goals of this lesson are to familiarize students with the array of postsecondary training options available and to familiarize them with the training requirements of occupations of interest to them.
2. Ask students to brainstorm a list of the types of postsecondary education and training options with which they are familiar. Write these on the board.
3. Show PPT Slide 2, and distribute the *Further Education and Training Worksheets* to students, explaining that the chart displays various levels of education and training required for occupations.
4. Instruct students to form pairs and fill in the blanks on the chart to the best of their abilities, writing a definition and a training length for each word. Encourage students to record their best guess if they are not sure.
5. Show PPT Slide 3. Review the answers and answer students' questions. Discuss the links between these terms and terms they may have mentioned or heard of such as: entry requirements, retraining options, non-traditional students, and tuition. Discuss in detail any vocabulary that is not familiar to the students.
6. Show PPT Slide 4. Discuss the concept of "lifelong learning" and ask students for examples of adults they know who are gaining new skills or retraining.
7. Define and discuss night school, part-time study, and distance education.
8. Show students how they can find programs of study and training associated with an occupation that interests them by clicking on Programs of Study under the Related Information column within CIS Occupations.
9. Explain to students that if they know the name of a school and want to find out whether it offers a particular program, they can use CIS US Colleges & Universities (and State Colleges if available) to find the school and investigate the programs of study it offers. They can also use the CIS Undergraduate School Sort, sorting by Majors. (Undergraduate School Sort can be found in either Colleges component.)
10. Show PPT Slide 5. Ensure that students understand how to navigate CIS then distribute the *Education and Training Worksheets*. Ask students to log into CIS using their personal usernames and passwords and complete this worksheet in pairs, using the tools mentioned above.
11. Show PPT Slide 6. Show students the correct answers and discuss any sources of confusion.
12. Show PPT Slide 7. Distribute the *Occupational Research Worksheets* and ask students to use it to:
    - Research two occupations of interest,
    - Identify the required training for these two occupations, and
    - Find three or four schools that offer training for these programs.
    - Ask students to share their findings in groups of four.
    - Ask students to share what they learned in this lesson with the whole class.

Variations and Accommodations

- The *Further Education Worksheet* and the presentation as a whole could be easily amended to list training programs associated with a specific subject area, and used in any subject area classroom.
- Begin with the *Occupational Research Worksheet*.
- Consider visiting various sorts of training institutions to give students a first-hand experience of these sites.
- Students needing special assistance should be paired with a helpful class member for the activity.

Assessment

Use the *Education and Training beyond High School Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are the preparation requirements for occupations that interest you?** text box within the Research Options section of Career Plan.

Materials

Computer lab with overhead projector and CIS access
Education and Training beyond High School (PPTX)
Further Education and Training Worksheet (PDF)
Further Education and Training Worksheet (DOCX)
Further Education and Training Answers (PDF)
Further Education and Training Answers (DOCX)
Education and Training Worksheet (PDF)
Education and Training Worksheet (DOCX)
Occupational Research Worksheet (PDF)
Occupational Research Worksheet (DOCX)
Education and Training beyond High School Scoring Guide (PDF)
Education and Training beyond High School Scoring Guide (DOCX)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Reading Informational Text

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Writing

National Career Development Guidelines

- GOAL CM Use accurate, current and unbiased career information during career planning and management.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Understanding and Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

<u>Mindset Standards</u>

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

<u>Behavior Standards: Learning Strategies</u>

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

<u>Behavior Standards: Self-Management Skills</u>

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards

<u>Behavior Standards: Social Skills</u>

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment